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AUTHOR Peck, Alec F.; Keenan, Sandy; Cheney, Douglas; Neel, Richard S.

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ABSTRACT

This monograph examines current standards in personnel preparation for teachers of students with emotional/behavioral disorders (E/BD) and offers several teacher education models that incorporate collaboration with parents and community schools and agencies as key features. Following an introductory chapter, chapter 2 explains the standards developed by the Council for Exceptional Children (CEC) with particular attention to the standards for teachers of students with E/BD. Chapter 3 focuses on the roles that parents can play in informing E/BD teacher education programs. Models of family and professional partnership currently in effect at several institutions of higher education are presented. Chapter 4 contains an in-depth look at one personnel preparation program that meets (and exceeds) the CEC standards and emphasizes collaboration with local schools and parents. Two of the major themes of the University of Washington's personnel preparation program are: (1) collaboration with families and agencies; and (2) multicultural competence. Chapters have the following titles: "The Knowledge and Skill Base for Teachers of Students with Emotional and Behavioral Disorders"; "Family and Professional Partnerships within a System of Care: Exploring the Role of Families in Preservice Development and Training Activities"; and "The University of Washington Preservice Program for Teachers of Students with Emotional and Behavioral Disorders." (Contains 47 references.) (DB)



From the Fifth CCBD Mini-Library Series: Meeting the Diverse Needs
of Children and Youth with E/BD: Evidence-Based Programs and Practices

Establishing Exemplary Personnel Preparation Programs for Teachers of Students with Emotional and Behavioral Disorders

Partnerships with Schools, Parents, and Community Agencies

Alec F. Peck
Sandy Keenan
Douglas Cheney
Richard S. Neel



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**Partnerships with Schools, Parents,
and Community Agencies**

Alec F. Peck
Boston College

Sandy Keenan
American Institute for
Research

Douglas Cheney
Richard S. Neel
University of Washington

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About the Council for Children with Behavioral Disorders



Council for
Children with
Behavioral
Disorders

CCBD is an international and professional organization committed to promoting and facilitating the education and general welfare of children and youth with behavioral and emotional disorders. CCBD, whose members include educators, parents, mental health personnel, and a variety of other professionals, actively pursues quality educational services and program alternatives for persons with behavioral disorders, advocates for the needs of such children and youth, emphasizes research and professional growth as vehicles for better understanding behavioral disorders, and provides professional support for persons who are involved with and serve children and youth with behavioral disorders.

In advocating for the professionals in the field of behavioral disorders, CCBD (a division of The Council for Exceptional Children) endorses the Standards for Professional Practice and Code of Ethics adopted by the Delegate Assembly of The Council for Exceptional Children in 1983.

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Foreword

Today, we find ourselves in the midst of difficult and uncertain times. Circumstances place some at greater risk than others. For example, a rapidly changing political and economic climate poses threats to children and youths who manifest noncompliance, antisocial behavior, or acting-out behavior. In addition, it is clear that recent federal legislation (i.e., No Child Left Behind and the Individuals with Disabilities Education Act) will have a major impact on the landscape of both general education and special education. Both of these Acts contain a number of positive provisions; however, they also have raised questions among those who serve students identified as *emotionally disturbed*, *behaviorally disordered*, or *emotionally and behaviorally disordered*. The long-term ramifications are difficult to predict, but there is little doubt that there will be far-reaching effects on the preparation of special education personnel, the nature and scope of programs and services they provide, and the specific population of students they serve.

In light of mounting challenges to serving children and youths with emotional and behavioral disorders (E/BD), it is good to know that there are a growing number of practices that have compelling empirical evidence for their effectiveness. The Council for Children with Behavioral Disorders (CCBD) is committed to putting established practices in the hands of its members and supporting efforts to increase the quality of the education and treatment of students with E/BD and their families. The authors of this series discuss in detail a range of evidence-based strategies, procedures, and models that are appropriate for early intervention programs, public and private schools, day and residential treatment programs, correctional

facilities, and other settings in which are students with E/BD are educated.

The following seven volumes comprise the Fifth Mini-Library Series on children and adolescents with E/BD. Their content stems from the 2003 international conference sponsored by the Council for Children with Behavioral Disorders:

- *Critical Issues Facing Youths with Emotional and Behavioral Disorders During Transition to Adulthood* by Mary E. Morningstar and Debra Benitez
- *Inclusive Education for Children and Youths with Emotional and Behavioral Disorders: Enduring Challenges and Emerging Practices* by Beverley H. Johns, Eleanor C. Guetzloe, Editors, and others
- *Differentiating Curriculum and Instruction on Behalf of Students with Emotional and Behavioral Disorders Within General Education Settings* by Carol Ann Davis, Kathleen L. Lane, Kevin Sutherland, Phillip L. Gunter, R. Kenton Denny, Phillip Pickens, and Joseph Wehby
- *Educating Juveniles with Disabilities in Correctional Settings* by Joseph Calvin Gagnon and Matthew J. Mayer
- *Establishing Exemplary Personnel Preparation Programs for Teachers of Students with Emotional and Behavioral Disorders: Partnerships with Schools, Parents, and Community Agencies* by Alec F. Peck, Sandy Keenan, Douglas Cheney, and Richard S. Neel
- *Serving Culturally and Linguistically Diverse Students with Emotional and Behavioral Disorders* by Festus E. Obiakor, Stephen Enwefa, Cheryl Utley, Sunday O. Obi, Nomsa Gwalla-Ogisi, and Regina Enwefa
- *Prevention and Early Intervention for Young Children at Risk for Emotional and Behavioral Disorders* by Maureen A. Conroy, Editor, and others

In putting together this series, we have relied on the knowledge and skill of a diverse group of dedicated professionals, each of whom is directly involved in the education and treatment of children and youths with emotional and behavioral disorders. We are grateful that they were willing to share their time and expertise and are confident that their work will contribute to improving the quality of intervention efforts for these students.

Lyndal M. Bullock
University of North Texas

Robert A. Gable
Old Dominion University

Kristine J. Melloy
University of St. Thomas

Series Editors

Introduction

1

Over the past 50 years we have witnessed a significant number of changes in special education. The personnel preparation of classroom teachers in special education—including teachers of students with emotional or behavioral disorders (E/BD)—has continued to evolve as well. Old models (e.g., the psychodynamic model) are gradually being replaced, and with the rise of new models, new knowledge and skills replace those of the past. For example, applied behavior analysis and social skills instruction are now routinely included in special education teacher education programs, often replacing exposure to more psychodynamically oriented techniques such as play therapy.

For the past decade or so, a new emphasis on collaboration with parents, community schools, and community agencies has been emerging as an important component of teacher education programs. The following discussion includes an overview of current standards in personnel preparation for teachers of students with E/BD and several models that incorporate collaboration with parents and community schools and agencies as key features of special education teacher preparation.

In Chapter 2, the Council for Exceptional Children's (CEC's) *Standards for the Education and Licensure of Special Educators* are explained, with particular attention to the standards for teachers of student with E/BD. These standards have been adopted by the National Council for the Accreditation of Teacher Education (NCATE); they set the bar for teacher education in special education in general and for teachers of students with E/BD in particular.

Chapter 3 focuses on the roles that parents can play in informing E/BD teacher education programs. Models of family and professional partnership currently in effect at several institutions of higher education (IHEs) are presented. Many of these "families as faculty" models of collaboration have demonstrated growth in the mutual respect of families and teachers of students with E/BD.

Chapter 4 contains an in-depth look at one personnel preparation program that meets (and exceeds) the CEC standards and emphasizes collaboration with local schools and parents. This is the University of Washington's personnel preparation program for teachers of students with E/BD. Two of the major themes in this program are (a) collaboration with families and agencies and (b) multicultural competence, which includes working with diverse family members of students with E/BD. The UW program far surpasses the CEC/NCATE standards for beginning special educators. The UW model is informed by contemporary research and by ongoing collaboration with families and agencies, and is a dynamic program that continually adjusts to developments in the field. Furthermore, the program incorporates extensive and intensive field-based experiences that further highlight collaboration with schools, parents, and agencies.

2

The Knowledge and Skill Base for Teachers of Students with Emotional and Behavioral Disorders

The Knowledge and Skills Subcommittee is a branch of the Council for Exceptional Children's (CEC's) Professional Standards and Practice Committee charged with developing the standards special educators must meet. The standards include a common core for all special educators and additional specialized items that respond to categorical (e.g., emotional or behavioral disorders [E/BD]) and cross-categorical (e.g., moderate special needs) models. A representative from the Council for Children with Behavioral Disorders (CCBD) represents the area of training in E/BD on the Subcommittee.

The CEC standards are examined and revised on an ongoing basis and typically are updated for categorical areas about every 5 to 7 years. Our discussion reflects the standards contained in the fifth edition of the book *What Every Special Educator Needs to Know* (CEC, 2003). In that the standards are under review, we encourage

readers to go to CEC's Web site (http://www.cec.sped.org/ps/perf_based_stds/index.html) to access the most recent copy.

It is important to emphasize that the standards set the bar for *beginning teachers*. They are not intended to be a target for special educators at some senior point of their careers. Experienced teachers, or those with advanced degrees and/or levels of certification, most likely surpass these standards in terms of both depth of understanding of topics and proficiency at applying skills. Nevertheless, the standards for beginning teachers are comprehensive, to help ensure that every student with special needs is taught by a teacher with sufficient expertise.

The Common Core

The most recent version of the common core presents 10 major standards: (1) Foundations; (2) Development and Characteristics of Learners; (3) Individual Learning Differences; (4) Instructional Strategies; (5) Learning Environments and Social Interactions; (6) Language; (7) Instructional Planning; (8) Assessment; (9) Professional and Ethical Practice; and (10) Collaboration. Each of these major standards is then broken down into the specific knowledge (54 total items) and skills (72 total items) required for every beginning special educator.

The common core is meant to describe the knowledge and skill set that every beginning special educator needs regardless of the diagnoses of the students they teach; consequently, it is a broad set of knowledge and skills. However, virtually all of the common core knowledge and skill items are important for teachers of students with E/BD because they define good special education practice toward any student and good practice in any educational environment. Even the items that are somewhat specialized for students with non-E/BD diagnoses are important because E/BD tends to be a comorbid condition for many students.

Within this common core for all special educators, there are several items that are especially relevant for teachers of students with

E/BD. Examples include "Laws, policies, and ethical principles regarding behavior management planning and implementation" (Standard 1, Knowledge); "Effects of various medications on individuals with exceptional learning needs" (Standard 2, Knowledge); "Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem (Standard 4, Skill); "Social skills needed for educational and other environments" and "Strategies for crisis prevention and intervention" (Standard 5, Knowledge); "Identify realistic expectations for personal and social behavior in various settings," "Modify the learning environment to manage behaviors," and "Use effective and varied behavior management strategies" (Standard 5, Skill); and "Use functional assessments to develop intervention plans" (Standard 7, Skill). Many of these items were prepared primarily with teachers of students with E/BD in mind, but clearly they are also important for other special educators.

Additional Items for Teachers of Students with Emotional and Behavioral Disorders

A specialized set of items that relate to teaching students with E/BD is built on top of the 10 major standards. This is the set that defines what is unique about this group of beginning teachers. It is important to recognize that these 26 knowledge and 11 skill items are also built on top of the common core. For some of the 10 standards, the phrase "None in addition to the common core" is used because the Subcommittee felt that, for beginning teachers, the knowledge and skill items described in the common core for all special educators adequately address that standard for teachers of students with E/BD.

The following items are the additional foundation knowledge items for beginning teachers of students with E/BD.

- Educational terminology and definitions of individuals with E/BD.
- Models that describe deviance.

- Foundations and issues related to knowledge and practice in E/BD.
- The legal, judicial, and educational systems serving individuals with E/BD.
- Theory of reinforcement techniques in serving individuals with E/BD.
- Principles of normalization and concept of least restrictive environment for individuals with E/BD in programs.

While most of the items just listed apply widely accepted educational, psychological, and sociological theories and models specifically to students with E/BD, the fourth item “. . . legal, judicial, and educational systems . . .” is a good example of a knowledge item that appears only in this set. That is, other beginning special educators are not expected to know about legal and judicial systems that also serve that group of students.

For teachers of students with E/BD, Standard 2, “Development and Characteristics of Learners,” adds the following four knowledge items (and no skill items) to the common core:

- Etiology and diagnosis related to various theoretical approaches in the field of E/BD.
- Physical development, disability, and health impairments related to individuals with E/BD.
- Social characteristics of individuals with E/BD.
- Factors that influence overrepresentation of diverse individuals in programs for individuals with E/BD.

All of these are focused applications of broad items that are applied to most disability groups; similar sets can be found in the specialized standards for mental retardation/developmental delays, learning disabilities, and so on.

Standard 3, “Individual Learning Differences,” contains no knowledge or skill items in addition to those in the common core.

Standard 4, "Instructional Strategies," has five focused knowledge items:

- Sources of specialized materials for individuals with emotional or behavioral disorders.
- Advantages and limitations of instructional strategies and practices for teaching individuals with E/BD.
- Resources and techniques used to transition individuals with E/BD into and out of school and postschool environments.
- Prevention and intervention strategies for individuals at risk of E/BD.
- Strategies for integrating student-initiated learning experiences into ongoing instruction for individuals with E/BD.

There are also two instructional skills for this standard:

- Use strategies from multiple theoretical approaches for individuals with E/BD.
- Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with E/BD.

The first of these ("Use strategies from multiple theoretical approaches. . .") addresses the fact that teachers of students with E/BD need to have a broad background in instructional techniques rather than simply develop one instructional skill (e.g., direct instruction). The other ("Use a variety of nonaversive techniques...") puts special attention on the need to avoid using aversives when teaching students with E/BD.

Standard 5, "Learning environments/social interactions," has two knowledge items:

- Advantages and disadvantages of placement options and the continuum of services for individuals with E/BD.
- Functional classroom designs for individuals with E/BD.

There are also two skill items:

- Establish a consistent classroom routine for individuals with E/BD.
- Use skills in problem solving and conflict resolution.

The first item highlights the need for consistency when teaching this population. The second item is unique to teachers of students with E/BD and highlights the special role these teachers (even as beginning teachers) must play in solving conflicts among students.

Standard 6, "Language," contains no knowledge or skill items in addition to those in the common core.

Standard 7, "Instructional Planning," has one knowledge item:

- Model programs that have been effective for individuals with E/BD across the age range.

and the following two skill items:

- Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
- Integrate academic instruction, affective education, and behavior management for individuals and groups with E/BD.

The first skill item refers both to appropriate placement (e.g., not placing students in residential settings for behaviors that could be managed in less restrictive settings) and the use of appropriate reinforcers and punishers.

Under Standard 8, three unique knowledge items are identified:

- Characteristics of behavioral rating scales.
- Policies and procedures involved in the screening, diagnosis, and placement of individuals with E/BD including academic and social behaviors.

- Types and importance of information concerning individuals with E/BD available from families and public agencies.

In addition, the following three assessment skills that are unique to teachers of students with E/BD are identified:

- Prepare assessment reports on individuals with E/BD based on behavioral-ecological information.
- Assess appropriate and problematic social behaviors of individuals with E/BD.
- Monitor intragroup behavior changes from subject to subject and activity to activity applicable to individuals with E/BD.

Standard 9 simply addresses the publications and organizations that are unique to the field of E/BD. One knowledge item and one skill item are added:

- Organizations and publications relevant to the field of E/BD. (Knowledge)
- Participate in activities of professional organizations relevant to the field of E/BD. (Skill)

Finally, in Standard 10, "Collaboration," there are four knowledge items and one very specific skill item that address the collaborations that are somewhat unique to teachers of students with E/BD:

- Services, networks and organizations for individuals with E/BD. (Knowledge)
- Parent education programs and behavior management guides that address severe behavioral problems and facilitate communication for individuals with E/BD. (Knowledge)
- Collaborative and consultative roles of the special education teacher in the reintegration of individuals with E/BD. (Knowledge)
- Role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with E/BD. (Knowledge)

- Teach parents to use appropriate behavior management and counseling techniques. (Skill)

Alternative Groupings of Items Related to Each Standard

The 10 standards and their associated items do not represent a checklist of items that every beginning special educator must meet. Rather, the items characterize and exemplify each of the standards.

The standards are also grouped in different ways to meet the needs of individuals being prepared in categorical, cross-categorical, or noncategorical programs. Many teachers of students with E/BD are state certified to teach students with a range of disabilities (e.g., students with moderate special needs), and such certificates obviously encompass skills that exceed those in the disability-specific categories such as E/BD.

The 10 common core standards and most of the category-specific items have also been grouped into clusters called (a) "Individualized General Curriculum Referenced Standards" and (b) "Individualized Independence Curriculum Referenced Standards." These groupings reflect the functional K-12 school-based groupings of students who are (a) being accommodated so that they can meet general curriculum standards or (b) receiving an alternative curriculum that is focused more on life skills than on academics. The additional knowledge and skill items that relate to students with E/BD that were discussed earlier are dispersed in both the "Individualized General Curriculum Referenced Standards" and the "Individualized Independence Curriculum Referenced Standards." This reflects the presence of students with E/BD in both functional groups.

Conclusion

The Council for Exceptional Children's common core and the E/BD specialty set in many ways answer the question "What's so special about [E/BD] special educators?" They delineate the additional value that teachers bring to schools when they have been prepared in programs that meet these standards. However, individual teacher preparation programs may meet these standards in many ways. The chapters that follow will highlight the additional value of preparation programs for teachers of students with E/BD that emphasize collaboration with schools, families, and community agencies.

3

Family and Professional Partnerships Within a System of Care

Exploring the Role of Families in Preservice Development and Training Activities

There have been relatively few comprehensive services for adjudicated youths, violent and aggressive youths, dropouts, at-risk students, and special education students that school districts can replicate to better serve these populations. However, the Center for Mental Health Services in the Department of Health and Human Services has funded more than 85 projects over the last 10 years to develop community-based systems of care to support children with severe emotional or behavioral disorders (E/BD) and their families. Projects' staff members report a marked improvement in outcomes for children and families involved in multiple systems. There are also important lessons that have been learned from this work regarding family and professional partnerships. After defining *system of care* and *family within a system of care*, we will focus on how such com-

prehensive programs and the parents who participate in them can inform preservice and inservice teacher education programs.

System of Care

Simply put, a system of care is a coordinated network of agencies and providers that makes a full range of mental health and other necessary services available as needed by children with mental health problems and their families. The system of care model is based on a philosophy that includes the following three major elements:

1. The mental health service systems are driven by the needs and preferences of the child and family from a strength-based, rather than deficit-based, perspective.
2. The locus and management of services are derived from multiagency collaboration (e.g., education, child welfare, juvenile justice, primary health, community service agencies) and grounded on a strong community base.
3. The services offered, the agencies participating, and the programs generated are responsive to the cultural context and characteristics of the populations served.

To develop the model, activities on both the infrastructure level and service delivery level are required. According to Stroul and Friedman (1986) the core values and principles of the system of care model are as follows:

- Access to comprehensive services.
- Individualized services.
- Home, school, and community-based services.
- Integrated services.
- Case management.
- Family/professional partnerships.
- Early identification and intervention.

- Smooth transition to adult services.
- Advocacy.
- Culturally competent and clinically appropriate services.

Family Within a System of Care

Within a system of care, a child is seen as a whole person and the family as a whole unit, rather than emphasizing the disability. There is recognition of diverse family structures, circumstances, and responsibilities, including differences that might impede parent participation. Families can be defined broadly. A family consists of minor children or youths and their parents, primary caregivers, and others bound to one another either legally or informally. In addition to biological parents, family members may include foster parents; adoptive parents; grandparents; or other relatives or friends who assume the parental, custodial, or other supportive role (National Association of State Mental Health Program Directors, 2002). Since the person(s) responsible for a child may not be the biological parent(s), policies and programs should include participation by all persons interested in the child's educational progress.

Family Collaboration with Human Service Providers and Teacher Education Programs

Family and youth organizations have an ever-increasing impact on the public human service sector. Organizations of this type should be considered equal partners with schools and other agencies in defining policy, practice, and collaboration. Unless they are at the table in meaningful ways, the necessary infrastructure cannot be developed. The National Association of State Mental Health Program Directors and the National Association of State Directors of Special Education developed a concept paper in 2002 titled *Mental Health, Schools and Families Working Together for All*

Children and Youth: Toward a Shared Agenda. The following quotation reflects their perspective:

Families and youth make up the largest stakeholder group—the consumers of, and advocates for, mental health programs and services. It is their collective voice that must be heard in formulating the vision for a single collaborative and coordinated system that meets the social-emotional, well-being and mental health concerns of all youngsters. Successful interagency partnerships make every effort to include family members in the decisions and actions that affect their own children. Parents and other family members are the experts on their own children, and insofar as possible, they must be allowed, encouraged and supported to participate actively in every aspect of decision making regarding their families' children. (pp. 11, 15)

Treatment of children and youths with E/BD is moving from a more provider-driven yet family-focused care to *family-driven planning and care*. Collaboration with families has been recognized as being central to improving the outcomes for students with E/BD, according to the *National Agenda for Improving Results for Children and Youth with Serious Emotional Disturbance* (U.S. Department of Education, 1994).

The relationship between a child and family and a care provider is becoming more of a partnership. A child and family are no longer expected to blindly carry out the instructions of a provider. A relationship built on trust grows between the child and family and their team of providers and can expand to have a broader impact than just the immediate child and family.

A family-driven focus broadens the scope. We no longer look only at specific problems, but at how to impact an entire system for good. We look more holistically at a child and family and attempt to improve the quality of their life. In addition, school interventions do not just focus on intensive intervention programs created to address existing severe problems, but also encompass prevention programs and early intervention programs that serve a broader school audience.

Traditional assessment has focused on deficits and often has located the problem within the child and/or family. Current approaches,

while addressing needs, focus on strengths. Current approaches have an ecological component that looks at how environmental factors (e.g., what the teacher does, how the class is organized, how the school is organized) set the stage for or reinforce problem behavior.

By having low expectations, we are likely to experience modest successes at best. From this perspective, stagnation—not getting any worse—is considered a success. In contrast, family-driven care acknowledges that the status quo simply isn't good enough. Higher expectations provide greater challenge to improve.

The shift that has occurred in planning means that family-driven care asks different questions than does provider-driven care. Provider-driven care asks, "How can the needs of this student be addressed within the context of the available services?" Family-driven care asks a much simpler question: "What do we need to do to address the issues this student faces?" Services become much more individualized and tailored to the specific needs of a given child and family.

A family-driven approach to outcomes looks at the quality of life of the child and family and whether the desires of that child and family are being met. For example, is the child succeeding in school academically (e.g. better grades, fewer disciplinary referrals, more academic engagement)? In all areas of care, a family-driven approach means that the scope is going to be larger. As a result of this broader ecological perspective, more people bring their creative resources to the table, committed to implementing lasting, real solutions (Osher & Keenan, 2002).

Family/provider collaboration in children's mental health services is the process that participants in communities and systems of care engage in to improve services for children and their families. It requires ongoing dialogue on vision and goals; attention to how power is shared; attention to how responsibilities in planning and decision making are distributed; and open and honest two-way communication and sharing of information. In addition, all participants in systems of care are seen as mutually respected equals. Efforts at collaboration must occur at all levels, including evaluation, program

Models of Family and Professional Partnerships

In *A Shared Agenda* (National Association of State Mental Health Directors, 2002), family strengths were identified in the following way:

Family organizations bring passion and knowledge based on practical, real-life experience. They understand their children's strengths and difficulties in coping with the stresses of growing up. Families and youth can provide the child-serving systems critical feedback on the accessibility and effectiveness of services. Not only are parents and other family members the real experts on their own children, they often, of necessity, become experts in navigating the systems. This is true of youngsters as well.

Families and youth know what works and what does not work. Many organizations provide a strong family and youth voice. Thus, they are in a unique position to teach policymakers and providers about cultural competence and system responsiveness. They can also play a potent role in teaching practitioners about how to make their systems and services more family-friendly. In addition, they provide an invaluable base of support and assistance when families and young people are in crisis related to mental health or other concerns. Just as important, they provide advocacy training and leadership development for their members. Family members gain knowledge of systems with which they are dealing and skill to participate productively in discussions of policy and practice.

Family as faculty give providers and professionals the valuable opportunity to hear first hand about what has worked from families who have designed and developed effective services for their children. Their personal experience brings to life what providers and administrators can learn only partially through textbooks. Family as faculty, and the curricula offered by family-run organizations, provide families an opportunity to develop strategies that dissolve

some of the barriers that make it difficult for local systems and providers to be creative in designing services and supports for children and their families (Osher et al., 1999).

Family organizations have provided education and technical assistance to schools, law enforcement agencies, courts, child protective services, child and family services, churches, homeless shelters, clinics, pediatricians, public health nurses, psychologists, psychiatrists, counselors, employers, substance abuse programs, abuse shelters, and day-care and after-school care facilities. Family-run organizations should be used to their full potential and be viewed as colleagues to coteach with those who, although formally educated in colleges and universities, do not have the extensive experiences and unique perspectives of families raising children with mental health needs.

In an evaluation of teacher education programs and preparation for general family involvement, Shartrand (1997) found that

while policy makers and educators endorse professional development, little is known about preparing student teachers to work with families. If teachers are to link learning in the classroom and in the home, how are they being prepared to accomplish this task? What knowledge and skills do they need? How should these be taught and learned?

Shartrand highlighted several teacher preparation programs that made family involvement an important facet of teacher training.

Trinity College Program

At Trinity College in Burlington, Vermont, parents give guest lectures to preservice teachers on issues related to parenting, child care, raising a child with special needs, and transitioning children into the school system (Shartrand, 1997).

California Programs

In California, preservice teachers are assigned to work closely with a single family for several weeks. The teachers interview the fami-

ly, work with the child, and model teaching methods for the families. They must also write progress reports, lead a weekly parent discussion group and children's self-esteem group, and compile a resource notebook with the parents (Shartrand, 1997).

Urban Teacher Education Program at Indiana University Northwest

At this university, parents help design the teacher education program. The purpose of the program is to increase the number of teachers, particularly culturally and linguistically diverse teachers, who work in urban settings. In three urban settings, the program established Professional Development Centers, each with a parent liaison. In addition, there is a parent advisory board, which designs community experiences for the teachers and sponsors a workshop entitled "Through the Eyes of a Child" (Shartrand, 1997).

In addition to the programs highlighted by Shartrand, there are other models worth highlighting.

North Carolina PEN-PAL Partnership

In North Carolina, families are valuable partners in the training process. Family members as trainers in personnel preparation programs model the collaboration required in a system of care. Family members assist training teams and faculty in the development of content, review and critique of university curriculum, and they team teach effectively in university classrooms. WE CARE (With Every Child and Adult Reaching Excellence) recruits, trains, and supports families to serve as faculty. WE CARE is a nonprofit, family-run advocacy organization and a chapter of the Federation of Families for Children's Mental Health. It operates a family resource center that houses a lending library, a computer lab, and a family store and also provides training and information.

In 1994, as a result of relationships developed with several faculty members from East Carolina University, the Pitt County Area

Mental Health, Developmental Disabilities and Substance Abuse Program began discussions on new options. This was based on a history of consultations and student field placements through the School of Social Work, Department of Psychology, Department of Psychiatry, Marriage and Family Therapy Program, and the School of Nursing. The Pitt County Mental Health Center, along with the Edgecombe/Nash Mental Health Center, spearheaded the implementation of the PEN-PAL grant. The inclusion of the Department of Social Services, Juvenile Justice, Public Health Department, Public Schools, and community organizations, along with East Carolina University, started the partnership that would make the creation of a system of care possible. This was the beginning of what North Carolina calls the Public Academic Liaison.

East Carolina University in Greenville, North Carolina, is responsible for training and supervising providers in implementing system of care principles. The university developed both preservice and inservice programs to accomplish these tasks. Preservice training is offered by a cross-disciplinary faculty team called the East Carolina University Social Sciences Training Consortium—a partnership among faculty in the departments of Psychology, Marriage and Family Therapy, Nursing, and Social Work. The Consortium integrates system of care principles and practices into their graduate and undergraduate curricula. The Consortium ensures a family voice and presence in its classes through a contract with WE CARE, which recruits, trains, and supports family members to work as Parents in Residence and collaborate with Consortium faculty in curriculum development, curriculum review, and/or teaching in these courses.

At present, East Carolina University has two contracts with WE CARE, one for the Parent in Residence program and one for the inservice training teams. WE CARE pays individual family members \$50 on a per diem basis, plus travel expenses and child care. Family members receive compensation for the days they receive training from WE CARE and the days they conduct training with the interdisciplinary teams. Family members are paid a more sub-

stantial amount if they coteach the interdisciplinary course as well (Osher et al., 1999).

To prepare family members to coteach, WE CARE was given the course outline and the prereading material so that organization members could prepare for the class. Initially, some family members would use the names of individuals or agencies when telling their stories. This created conflicts for some of the students in the class who were doing field placements with those individuals or agencies. Some family members felt compelled to share their struggles and challenges in one class period. The university faculty recognized the personal and painful nature of these experiences, and they wanted them to be heard, but a full exploration of the subject proved too time consuming, especially when there were several family members in the class. Consequently, WE CARE worked with families to provide the same information in a concise, confidential manner.

Students in the class were highly affected by the experiences shared by family members. The East Carolina University faculty members noted that while student attitudes toward families were generally positive at the beginning of the class, by the end they were less prone to attaching blame and were more community oriented. Surveys taken at the end of the class all had positive comments regarding the coteaching model and suggested that more classes be instructed using a similar model (Osher et al., 1999).

Maine: The Wings Project

The parent advocate specialists who work with the Wings project in Maine have developed a productive working relationship with faculty at two campuses of the University of Maine—Orono and Machais. At both sites, parent advocate specialists and parents from the community serve as guest lecturers in classes taught by university faculty members. Educational Psychology and The Exceptional Student in the Classroom are both required courses for all undergraduate general education teachers in preparation.

Subsequent to this arrangement, faculty members expressed appreciation for what, with the system of care and the involvement of

parents, is brought to existing content. They believe that the growth in the knowledge base has been exponential as students have taken the experience into the schools, where they share it with others. Family members who guest lecture in these classes also transmit information about the norms, values, and culture of the community. Family members are not now compensated by the university, but this might be changed in the future (Osher et al., 1999).

We should note that there is evidence of some resistance to including the perspective of family members in teacher training. Educators have argued that already there are too many requirements for preservice teachers and that adding a focus on families would require extending the length of the program (Bailey, Simeonsson, Yoder, & Huntington, et al., 1990).

Outcomes of These Models

Those who have witnessed first hand the rewards of system change agree that its philosophy, values, and principles should be taught in all colleges and universities. There is similar agreement that the system of care cannot be taught in theory alone. Experience has shown that the system of care is best taught by both faculty and system users—parents, youths, and other family members. When family members serve as faculty, students observe and experience a practical modeling of partnerships and mutual respect before they enter the service-delivery workforce. Students exposed to family as faculty have realized how important it is to listen to parents and respect their expertise. Our experience and that of our colleagues indicates that the practice of using family as faculty can make a lasting and far-reaching difference in how services are provided in the community.

It appears that students in teacher preparation programs who are exposed to family as faculty:

- Have an opportunity to practice collaboration and hear first hand from families what does work and also why the system "as is" has not been very effective for their children.
- Enter the workforce already knowing how to visit with families in their homes, work with family advocates, interact with family-run organizations, and attend family support groups, when invited.
- Start their professional work prepared and determined to be positively engaged with parents.

The families with whom students work feel less blamed and more valued, which often increases their level of involvement in decision making about their child and the provision of services and supports. The role of family as faculty enhances the image of families who are raising children with mental health needs. Family members who serve as faculty are validated by the experience and develop their communication and advocacy skills to a high level. Because of the support from university-based partners and the training they get from family-run organizations, families have achieved a high level of public recognition for their expertise and credibility for the stories they tell (Osher et al., 1999).

Although these models are in place in only a few locations, researchers responsible for producing the *Promising Practices* series (Worthington, Hernandez, Friedman, & Uzzell, 2001), identified some specific support strategies that are essential to making the role of family as faculty work in any setting:

- *Contracts with local family-run organizations.* Foremost is building a strong partnership between the university and a family-run organization that is well connected to the community. Contracting with a family-run organization ensures a diverse pool of family members who are well prepared and supported to coteach courses and present guest lectures. A family-run organization can also help prepare university faculty for this new relationship and facilitate the resolution of any problems or misunderstandings arising along the way.

- *Compensation.* Regardless of their level of education, family members who serve as faculty or guest lecturers must be paid a stipend commensurate with the contribution they make to the course. Payment must also be sufficient to cover any additional costs such as preparing course materials, child care, and transportation.
- *Clear expectations.* The university faculty and the families collaborating with them need to define the role of the parent in the classroom. Family-run organizations should be hired to train parents to fulfill the role. The role and expectations have to be clearly communicated to students as well. At East Carolina University, for example, students are told during the first class that family faculty will be grading them on the family friendliness of their class participation.
- *Communication and planning.* The vocabularies and cultures of the two communities—family and university—are dramatically different, and misunderstandings can easily occur because of this. A time for planning before the class and debriefing after is also necessary. There has to be open and honest communication between the family members and university faculty as well as a determination to take equal responsibility for working out any problems that arise (Osher et al., 1999).

Conclusion

In this chapter, we examined the value of family members as faculty in special education teacher preparation programs as well as some of the critical features of this practice in selected teacher preparation programs. In the next chapter, we will take a closer look at one program that makes extensive use of families as well as community schools and other community agencies in the preparation of teachers for students with E/BD.

4

The University of Washington Preservice Program for Teachers of Students with Emotional and Behavioral Disorders

The national school reform movement has increased significantly the academic standards imposed on all children—including those with emotional or behavioral disorders (E/BD). New state standards require new learning on the part of teachers as well as students. Teachers of students with E/BD need to master multiple curricula and be prepared to provide effective instruction that enables their students to access the content and processes available to general education students and support their learning in a variety of subjects and learning environments.

As the legislative impact of the No Child Left Behind (NCLB) legislation (P.L. 107-110), with its focus on accountability, is felt in spe-

cial education programs, we likely will witness some significant changes in the roles and responsibilities of teachers of students with E/BD. Traditionally, these teachers have focused largely on the social and emotional development of their students. The NCLB will provide impetus for teachers of students with E/BD to develop content and pedagogical knowledge in an ever-widening array of academic areas.

Teachers' Roles and Responsibilities

As schools struggle to find effective delivery models, the roles of teachers of students with E/BD have expanded. A list of examples illustrates the problem. In some cases, teachers of E/BD need to be inclusion facilitators, integrating students with learning and behavioral problems into general education classrooms. In other situations, they serve as intervention specialists, conducting functional behavioral assessments with teams of teachers and developing behavior intervention plans to assist students. On any given day, they may be expected to individualize science instruction in a general education classroom; serve as curriculum specialists to provide a school-wide social development program; supervise instructional assistants; serve as liaisons with numerous community agencies; and develop a curriculum to teach students to self-manage their own behavior in classrooms, gym, playground, halls, and on the bus.

In many cases, these teachers are attempting to forge collaborative relationships with teachers and other school personnel with little or no experience with children with E/BD. Teachers of students with E/BD must also prepare their students to meet high academic standards in this age of state competency exams. Furthermore, some will serve as master teachers in alternative or self-contained classrooms. These teachers will be in the forefront of addressing the concerns of Americans who state that the biggest problems facing local public schools are the lack of discipline; use of drugs; and fighting, violence, and gang activities in schools (Rose & Gallup, 2001).

With growing numbers of students with E/BD receiving at least part of their instruction in general education settings, teachers work with anxious principals, 80% of whom state they spend too much time dealing with disruptive or dangerous students in their schools (National Association of Elementary School Principals, 1997). Similarly, teachers of students with E/BD are called on to consult with general educators, 81% of whom state that their worst-behaved students absorb most of their attention (Public Agenda Foundation, 1996).

To fill these varied roles, teachers of students with E/BD in the 21st century need to learn new skills in new ways. A new type of personnel preparation program is needed to prepare the teachers of tomorrow.

A New Type of Personnel Preparation Program

Program Design

The University of Washington preservice preparation program is predicated on the belief that teacher education is a life-long endeavor. The program is based on five assumptions. First, teaching is a moral endeavor and not value free. Students focus on ethical dilemmas both in hypothetical (i.e., coursework) and real cases (i.e., practica) throughout their program. Second, teaching decisions are made within a context, and, although general principals are taught, it is their application to specific cases that is of utmost importance. Third, knowledge is dynamic and acquired through interaction with students in their classrooms. To the extent possible, instruction allows students to discover information in carefully crafted instructional tasks rather than through lectures. Field placement, supervision, and coursework are closely aligned; professors conduct academic classes with collaborating teachers and family members on campus and in schools where students are placed. Fourth, teachers must understand the characteristics and needs of their stu-

dents. The curriculum is grounded in principles of human development and the needs of diverse learners are woven throughout all aspects of the curriculum. Finally, teachers must work in collaboration with others. Thus, UW students work with UW faculty, with collaborating teachers and their school faculty and staff, and with collaborating family members.

These five underlying assumptions become enduring understandings that UW faculty want all university students to take with them when they enter the teaching profession. The program weaves general principles embodied in these assumptions throughout its content and pedagogy. There is a limit to what can be "frontloaded" into a preservice program. To increase the connection between preservice activities and their generalization to teaching situations in the future, UW focuses on continuous field assignments, careful crafting of experiences and activities that reflect the parameters and demands of real-life situations, and an organizational structure that emphasizes enduring understandings backed by the critical content and skills that all teachers of E/BD need to know. Recent recommendations regarding competencies of teachers in E/BD classrooms have emphasized the importance of core areas of study and practice (Bullock, Ellis, & Wilson, 1994; Katsayannis & Maag, 1999). Based upon the work of Wiggins, McTighe, and McTighe (1998), major themes were selected, and within each theme faculty identified critical content teachers should know and competencies they should demonstrate while teaching children with E/BD.

Major Themes of Competence

The program focuses on certain core areas, including: (a) collaboration, (b) multicultural competence, (c) reform curriculum and standards of excellence, (d) effective educational practices for students with E/BD, and (e) social skills instruction and classroom management. A brief description of these core areas follows.

Collaboration

Collaboration connotes working together in active decision making. Special educators working with students with E/BD must be skilled at communicating and collaborating with other educators, adminis-

trators, parents and family members, and agency staff. Based on recent work in collaboration, learning activities are infused in coursework and practica so that students have a broad base of knowledge and skills regarding (a) the multidisciplinary team approach in schools (Fuchs & Fuchs, 1994); (b) the use of behavioral support teams in prevention work (Lewis & Sugai, 1999; Sugai & Horner, 2002); (c) social/interpersonal communication skills with other professionals (Idol, Nevin, & Paolucci-Whitcomb, 2000); (d) support for parents and families raising children and adolescents with E/BD (Federation of Families for Children's Mental Health, 1999); (e) methods to build positive partnerships with families of students with E/BD (Cheney & Osher, 1997); and (f) working within an interagency system of care for students with E/BD (Eber, Nelson, & Miles, 1997; Eber, Sugai, Smith, & Scott, 2002).

Content emphasizes how teachers work with colleagues in structured (e.g., prereferral/student assistance teams) and unstructured (e.g., collegial problem-solving) ways to determine classroom interventions for students' challenging behavior. In particular, teachers learn to work collaboratively and how to access resources to manage their classrooms effectively.

Multicultural Competence

Few goals are as important for society as the enhancement of multicultural preparation of teachers in special education (Townsend, 1999). Prospective teacher-leaders must become effective educators in an increasingly diverse world, and they need a repertoire of inclusive teaching strategies. Various forces have converged in the past decade to make the need for a multicultural teacher education program paramount (Cochran-Smith, 1995). Culturally and linguistically diverse schoolchildren, once thought of as minorities, are now the majority population in many schools—especially in urban schools.

Students in the UW program enhance their knowledge of the effects of race, ethnicity, culture, disability, and class on learning, and they demonstrate the use of culturally and linguistically competent skills in urban schools in Seattle and the surrounding metropolitan area.

The goal is for students to participate in "a reform movement designed to bring about educational equity for all students, including those from different races, ethnic groups, social classes, exceptionality, and sexual orientation" (Banks, 1992, p. 21).

Students are engaged in didactic coursework that addresses issues surrounding the education of diverse learners as well as specialized curricula and pedagogy necessary to provide an effective education for a diverse set of students. They also participate in ongoing practica to afford them opportunities to apply what they have learned on campus to their interactions with children and youths from diverse backgrounds.

Reform Curriculum and Academic Standards of Excellence

Teacher education programs must take into account two major influences: (a) federal legislation regarding No Child Left Behind and the Individuals with Disabilities Education Act (IDEA) and (b) state legislation to improve academic achievement of students, such as Washington's Essential Academic Learning Requirements (EALRs) and Washington's Assessment of Student Learning (WASL). The EALRs were generated as our state's response to the national reform movement toward excellence in education. All students with E/BD need to be able to effectively access the concepts and ideas contained in the general education curriculum. This means that UW students also must increase their content and pedagogical knowledge to include a wider range of academic subjects than those historically required in professional preparation programs. As is the practice at teacher preparation programs across the country, UW has expanded coursework and related activities to include the content contained in the state standards.

In recent years, emphasis on high-stakes testing has grown dramatically, and this has significant implications for practicing special educators in the 21st century. Along with the federal and state guidelines to link educational objectives to the general education curriculum, educators of students with E/BD need new methods for improving the competence of students in academic areas of the curriculum. In particular, teacher preparation must emphasize instruc-

tional excellence and curriculum modifications in literacy, numeracy, science, social studies, and written expression. State requirements mandate that the individualized education programs (IEPs) of students with disabilities delineate how objectives will meet the benchmarks of the learning requirements. The UW program offers coursework to cover these areas, along with extensive practica that require students to demonstrate their competence in developing and implementing an academic curriculum that meets the requirements of new state standards.

The 1997 IDEA ushered in fundamentals regarding how special and general educators deal with disruptive and potentially violent student behavior. Specifically, behavior intervention plans (BIPs) must be implemented when students' behavior interferes with classroom learning. Students with disabilities who pose threats to themselves and others by carrying weapons or drugs to school are most likely to respond positively to an intervention plan that stems from functional behavioral assessment (FBA). Special educators must have skills to conduct effective FBAs and develop meaningful BIPs (Yell & Shriner, 1997). More than 40 years of applied research has documented the importance of identifying antecedent and consequent events that are related to the function(s) of student behavior in an FBA (Sugai et al., 2000).

Students in the UW program develop expertise in conducting FBAs and writing effective and sustainable BIPs in school settings. Many effective instructional materials have been developed and disseminated on FBAs and BIPs over the past 5 years. These are used in coursework and practica so that students can use the process efficiently with students in schools.

Furthermore, special educators must become competent at screening students who are at risk of developing E/BD and identifying students with E/BD. In both cases, UW students learn to use instruments developed through recent research efforts. Approaches such as the Systematic Screening for Behavior Disorders and Early Screening Project (Walker & Severson, 1992), the Behavioral and Emotional Rating Scale (Epstein, 1998), the Social Skills Rating System (Gresham & Elliott, 1990), and the Scale for Emotional

Disturbance (Epstein, 1999) all meet standards for psychometric properties and are used in classes and practica. Thus, students become proficient at assessing students' current functioning through these scientifically based approaches. Results of these assessments enable students in the UW program to develop meaningful IEPs and socially valid interventions with students, other teachers, and families.

Effective Educational Practices for Students with Emotional or Behavioral Disorders

The U.S. Office of Special Education Programs (OSEP) identified research to practice in E/BD as a priority since 1990. Furthermore, the National Institutes of Health has made community-based, family-centered planning a priority for their grants. Model programs for educating students with E/BD include features such as (a) developing behavioral support teams; (b) using screening procedures for students at risk of developing E/BD; (c) allocating resources; (d) using proactive strategies such as problem solving, precorrection, and modeling; (e) individualizing programs; and (f) working on interagency wraparound teams (Cheney & Barringer, 1999; Lewis & Sugai, 1999; Walker & Fecser, 2002). Features from these model programs are included in coursework and practica so that our graduates can use major intervention approaches in their work at schools. This will lead to improvements in IEP development that better meet the needs of students with E/BD.

Model programs reflect all aspects of schooling and the relationship of school and community (Sugai & Horner, 2002). For example, schools must have clear statements on the purpose and philosophy for educating students with E/BD, and teachers in classrooms must be able to demonstrate these statements of purpose through a balanced behavior management approach that produces high rates of active engagement of students in learning (Walker & Fecser, 2002). Model program development also emphasizes aspects of positive group process in classrooms that complement effective individualized programming (Jones & Jones, 2001). University of Washington students learn the complexities of such systems development and

theory and are given opportunities to apply them in their practice in schools.

Social Skills Instruction and Classroom Management

Steinberg and Knitzer (1992) startled the field of special education by concluding that teaching socially acceptable behavior was the exception rather than the rule in schools. Yet, the past 20 years have seen an explosion of research and curriculum development in methods to teach essential social skills, cognitive social problem solving, and appropriate identification and expression of affect (e.g., Committee for Children, 1992; Greenburg & Kusche, 1995; Sugai & Lewis, 1996; Lewis & Sugai, 1999; Walker, Colvin, & Ramsey, 1995). By integrating these methods into a program of special education preparation, we can produce teachers who are able to be leaders in school reform to meet the cognitive, social, and emotional needs of all students.

The program offered by UW draws on current research on approaches to help new teachers serve as leaders in building positive school-wide and classroom cultures to support socially competent behavior (Mathur, Kavale, Quinn, Forness, & Rutherford, 1998). In particular, preservice teachers are assisted in understanding the complex issues related to acquisition, maintenance, and generalization of social behavior in schools (Gresham, Horner, & Sugai, 2001). In this instruction of social behavior, teachers must also be adept at assessing students' cultural differences and adapting their instruction to meet the norms, values, and expectations of families and schools (Cartledge & Milburn, 1995).

Leadership is dependent on a teacher's ability to create classrooms that are orderly, respectful of individuals, and conducive to learning. This teacher education program defines discipline as learning that helps individuals develop self-control, character, and orderliness. Thus, instruction in classroom management for preservice teachers focuses on methods that teach responsible social behavior to children and youths. Students develop competence in individualized strategies such as (a) self-management interventions (Cole, 1992), (b) behavioral contracting (Walker, 1995), and (c) social skills

instruction (Cartledge & Milburn, 1995; Goldstein, Sprafkin, Gershaw & Klein, 1980; McGinness & Goldstein, 1984).

Program Process: Coursework and Practica

Course of Study

The program is a 2-year intensive program for elementary and middle school preservice teachers seeking an endorsement in special education with an emphasis in E/BD. In Washington, this requires a minimum of 45 credits in special education with at least one field placement. The university has developed a far more comprehensive program requiring 54 course credits and 4 quarters of field placements totaling 23 credits. The program leads to a master's degree and special education certification.

Year 1 (3.25 Quarters, 42 credits). In Year 1, the students demonstrate competence in meeting the instructional needs of a diverse population of students. They begin to increase their multicultural competence, develop understanding of the educational and social needs of children with E/BD, and learn effective assessment and instructional design techniques. They also begin to integrate effective educational practices into the classrooms where they are working and learn how to routinely evaluate the effectiveness of their efforts. A brief description of the curriculum follows.

- *September Experience and Autumn Practicum (6 credits).* September Experience is a 1-month intensive orientation placement in a host school with a class or program for students with E/BD. Here the students get an opportunity to observe the beginning of a school year, learn how their collaborating teacher organizes the class and communicates classroom expectations and rules to the students, and become familiar with the schools where they will be working during their first year. The experience continues throughout the autumn quarter to link didactic coursework to the transfer and demonstration of competencies in the public school classroom.
- *Academic year curriculum (3 quarters, 36 credits).* The first year is when the students learn the basic concepts necessary to teach

children with E/BD effectively. They remain in the same school, with the same staff, for the entire year for several important reasons. First and foremost, students with E/BD often require stability in their programs to make the most gains. Having UW students in the class for the entire year adds to that stability. Second, the skills and knowledge that UW students need to learn is complex. The reciprocal teaching and learning between the university and the field-based practicum offer a context in which these complex skills can best be mastered. Finally, the year-long involvement in the school enables collaborating teachers to inform UW students of field-based practice, and faculty can share results of current research through direct contact with teachers, families, and other agents working with children with E/BD.

The UW teacher preparation curriculum contains university classes across the core areas, with additional coursework in educational foundations and research. Half-day practica assignments are also part of the first year's curriculum. These placements are in classrooms for students with E/BD in public school partner sites. The assignments in the university courses are linked with the practica, providing opportunities for students to explore and master the concepts presented in their coursework. In addition, the students and faculty meet bimonthly in a reflective seminar that rotates across the various placement sites. Release time is provided for parents and educators at each site to participate in these seminars. These seminars model the reciprocal learning that is critical for UW students' success.

Year 2. (3 quarters, 36 credits) In Year 2, the students expand their work in collaboration with teachers, family members, and agency representatives; deepen their understanding of multicultural influences on the educational process; and continue their mastery of academic subject areas. They also develop and refine their research skills, complete their student teaching internship, and work in schools that match their goals for future teaching.

Students begin the year by participating in a comprehensive collaboration practicum that engages them in a multidisciplinary experi-

ence. During the autumn quarter, they participate in interagency team meetings for students; visit alternative schools, mental health clinics, and juvenile justice agencies serving students with E/BD; and participate in family support activities sponsored by the Federation of Families for Children's Mental Health. Concurrently, they take a class cotaught by a family member from the Federation and UW faculty. This class and the practica demonstrate how families and professionals can act more as partners and colleagues to develop powerful alliances to meet the needs of students with E/BD.

Critical Content and Competencies

The program content and the competencies that UW students need to demonstrate are organized around the core areas outlined earlier. However, they are actually taught through an integrated set of class and practica experiences that revisit the same major themes throughout the 2 years. (A full set of competencies, as well as any of the evaluation forms we used to assess them, can be obtained from the authors.) These competencies are an amalgamation of competencies suggested in the research literature, contained in state and CEC recommendations, and suggested by our public school partners based on their district and classroom needs.

The general approach for helping students acquire the needed knowledge and skills is to introduce a topic in classes (i.e., acquisition) where UW faculty can control the introduction of exposure and experience. These classes generally include brief lectures, simulations, controlled practices, and role-plays. Academic classes include curriculum analyses, pedagogical practices, and increasing the depth of understanding of the core content areas. Assessment courses include analysis and application of available materials, practice in collecting and interpreting assessment data, and application of those data to instruction. Our students also have opportunities to practice communicating their findings with other students in the safety of an on-campus classroom setting.

The second phase is to practice what has been learned in practica settings (i.e., fluency). This practice is observed and evaluated by cooperating teachers and university faculty and staff. Here the focus

is on refining the principles and procedures learned in the acquisition phase and adapting the lessons learned to the variety of demands found in most classrooms. The students get to see master teachers perform similar tasks and talk to them about what they did (and didn't do) and why. Then they get to try the task themselves with the master teacher observing, discuss their performance, and try it again.

The final phase is an independent demonstration by the UW students of the total set of skills in a new practicum setting. This authentic assessment of their competency provides them, and the UW faculty, with a measure of what has been learned and retained. If parts of the program have not been acquired at a level necessary to be a successful entry-level teacher, the student's experience is extended and a reteaching plan is developed with the student, cooperating teacher, and university faculty.

A spiral approach is used to develop complex skills. At any one time students may be acquiring a new skill in a particular area, developing proficiency in a previously learned skill in their practica, and demonstrating an extension or application to a new situation. To aid in their organization and to help promote efficient learning, the course assignments are coordinated with the practica requirements each quarter. For example, the coursework in the first quarter covers an introduction to educating children with E/BD and assessments used in qualification and determining current levels of functioning. The practica for the same quarter focuses on learning the roles of school psychologists and teachers in the assessment processes, developing and writing IEPs, and practice in giving and interpreting teacher assessments.

The preparation process consists of observing an expert, discussing various aspects of teaching with the expert, reflecting on performance, engaging in a strategy/procedure while being observed, discussing again, and then reflecting on the overall practice and incorporating it into existing skills. This observe/discuss/do/discuss cycle can be repeated as often as needed to develop the necessary level of competency. As new information is learned and the complexity of the task is enlarged, the same competency, albeit in a

more sophisticated form, may be repeated and evaluated throughout the program. This is why students work in classrooms for at least a half day, 5 days a week, each quarter.

A Final Note on the University of Washington Program

In recent years, there has been a succession of changes in the fields of education, special education, and E/BD. There is little reason to assume that the rate of change will not continue to accelerate. At first blush, the sheer volume of new knowledge can be overwhelming. It would be foolish to try to teach preservice students everything. Instead, with the help of cooperating teachers, students, parents, and advisory board members, UW faculty critically examine what is known and focus their efforts on content and activities that will build core understandings. The intent is to help students support these understandings with specific knowledge and skills (i.e., what is important to know and know how to do). We recognize that there are many other issues that are relevant to our students, but they receive less emphasis in this program so that the students can become proficient in the most critical areas. Because commitment to sorting available information and keeping a focus on developing in UW students an enduring competency as life-long learners, the program is always under review. As current preparation efforts are evaluated and feedback is received from our graduates and their employers, we make content and pedagogical adjustments accordingly.

Conclusion

5

In this book we have presented an overview of the fundamental knowledge and skills that are required for students to become effective teachers of students with emotional or behavioral disorders and have shown how collaboration with parents, schools, and community agencies can enhance the teacher preparation process. Examples of roles played by parents in several regions of the United States were provided and explained, and one personnel preparation program that highlights the use of parents, schools, and community agencies was examined in detail.

We strongly believe that close collaboration during teacher preparation between universities, parents, schools, and community agencies that serve students with E/BD builds mutual respect and fosters understanding of the complex needs of those students. In addition, the service delivery system itself is better understood when all parties collaborate. Contemporary special education for students with E/BD requires such understanding. To be truly exemplary, teacher preparation programs in E/BD must readily provide and nurture this understanding.

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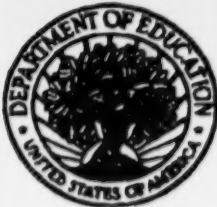
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